There WILL be a Test!
Assessing English Learners in the Classroom

2017 SAMUEL 1: K-2

Susan Penton
State ESL Coach
Agenda

- 9:00 – 10:15  Session
- 10:15 – 10:30 Break
- 10:30 – 11:30 Session
- 11:30 - 12:30 Lunch
- 12:30 - 2:00 Session
Locating SAMUEL Resources

- [www.alsde.edu](http://www.alsde.edu)
- Hover over **Department Offices**
- Under **Office of Student Learning**, click **Federal Programs**
- Click **English Language Learners**
- Hover over **SAMUEL**
- Click **2017 – 2018**
EL Terms

- **EL** – English Learner, refers to the **student**
- **ESL** – English as a Second Language, refers to the **program of instruction** for ELs
- **No longer used:**
  - **ELL** – English Language Learner
  - **LEP, FLEP** – Limited English Proficient (focuses on the deficit)
**Same Does NOT mean Equal!**

**Lau v. Nichols**  
(US Supreme Court Decision 1974)

Equitable Access to Education

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**Its all about the program!**

**Castañeda vs. Pickard**  
(5th Cir. 1981 648 F.2d 989 (US COURT OF APPEALS))

Sound Theory and Research, Implementation, Evaluation

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**ALL IN Folks!**

**Plyler v. Doe**  
(U.S. Supreme Court Decision 1982)

“Chilling Effect”, Registration Process

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**Every Student Succeeds Act of 2015 (ESSA)**

- High academic standards for all students
- Monitor exited ELs for four years (accountability)
- ELs language proficiency and academic achievement are more fully integrated into accountability and assessment

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**Title VI Civil Rights Act of 1964**

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
WIDA’s English Language Development Standards

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Academic Language
WIDA Language Proficiency Levels

- **Entering**: 1 words and pictures
- **Emerging**: 2 simple sentences
- **Developing**: 3 simple paragraph
- **Expanding**: 4 paragraph
- **Bridging**: 5 extended paragraph
- **Reaching**: 6 support
What is it like to be an EL?

https://www.youtube.com/watch?v=D6HUv2eFdlG
https://www.youtube.com/watch?v=I6Y0HAlKYL (Longer version)
Turn and Talk: Share your definition of “Assessment” with others at your table.
EQUAL is not the same as FAIR

EQUAL = Everyone gets the same.

FAIR = Everyone gets what they need to succeed.
WIDA

• A consortium of states that have adopted the WIDA programs as their language development resource.

• Mission: To advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through

  • high quality standards,
  • assessments,
  • research, and
  • professional learning for educators.

www.wida.us
WIDA Language Proficiency Levels

- Entering (Level 1): Words and pictures
- Emerging (Level 2): Simple sentences
- Developing (Level 3): Simple paragraph
- Expanding (Level 4): Paragraph
- Bridging (Level 5): Extended paragraph
- Reaching (Level 6): Support
## ACCESS for ELLs 2.0 Score Reports

### Kindergarten Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as: Language Proficiency Levels and as Scale Scores. Proficiency Level scores are interpreted and reported in two ways: (1) for Accountability Purposes and (2) for Instructional Purposes (see columns below). The Accountability Proficiency Level score is used to monitor student performance from year-to-year. The Instructional Proficiency Level is used to describe how the student is able to use the English language in Kindergarten, where students are developing skills in listening, speaking, reading, and writing.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
<th>Accountability (Model 5-6)</th>
<th>Instructional (Model 3-4)</th>
<th>Scale Score</th>
<th>Proficiency Level</th>
<th>Confidence Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>3.7</td>
<td>1.2</td>
<td>3.7</td>
<td>4.8</td>
<td>3.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Speaking</td>
<td>3.2</td>
<td>1.2</td>
<td>3.2</td>
<td>5.3</td>
<td>3.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Reading</td>
<td>3.5</td>
<td>1.2</td>
<td>3.5</td>
<td>6.0</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Writing</td>
<td>2.6</td>
<td>1.2</td>
<td>2.6</td>
<td>4.1</td>
<td>2.6</td>
<td>1.2</td>
</tr>
<tr>
<td>Oral Language</td>
<td>3.5</td>
<td>1.2</td>
<td>3.5</td>
<td>4.9</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Literacy</td>
<td>4.0</td>
<td>1.2</td>
<td>4.0</td>
<td>5.3</td>
<td>4.0</td>
<td>1.2</td>
</tr>
<tr>
<td>Comprehension</td>
<td>3.9</td>
<td>1.2</td>
<td>3.9</td>
<td>6.0</td>
<td>3.9</td>
<td>1.2</td>
</tr>
<tr>
<td>Overall*</td>
<td>3.6</td>
<td>1.2</td>
<td>3.6</td>
<td>5.2</td>
<td>3.6</td>
<td>1.2</td>
</tr>
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</table>

*Overall score is calculated only when all four domains have been assessed. NA: Not available

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<tr>
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<td>4.0</td>
<td>1.2</td>
<td>4.0</td>
<td>6.0</td>
<td>4.0</td>
<td>1.2</td>
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<td>1.2</td>
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<td>3.5</td>
<td>5.3</td>
<td>3.5</td>
<td>1.2</td>
</tr>
</tbody>
</table>

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### Proficiency Level Description of English Language Proficiency Levels

- **1 - Entering:** Knows and uses minimal social language and minimal academic language with visual and graphic support
- **2 - Emerging:** Knows and uses some social English and general academic language with visual and graphic support
- **3 - Developing:** Knows and uses social English and some specific academic language with visual and graphic support
- **4 - Expanding:** Knows and uses social English and some technical academic language
- **5 - Bridging:** Knows and uses social and academic language with grade level material
- **6 - Reaching:** Knows and uses social and academic language at the highest level measured by this test

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/interpret
Can-Do Name Charts are a great tool to use.

ELs will often demonstrate a different level of proficiency in each domain.
ACTIVITY: The issue of Academic Language...

• How many different ways can you read the following mathematical equation?

\[3 + 2 = ?\]

• With a partner (at your table) see how many ways you can read/say this mathematical expression.

• In this case, what would a student need to answer to display academic (content) proficiency?

• What language would a student need to understand to display language proficiency?
Quickwrite: Draw a table.

On a sheet of paper, draw the first thing that comes to mind when you hear the word, “table”.

The English language has many multiple-meaning words.

The Board members tabled the issue until the next meeting session.
Finding the tools you need

To locate WIDA Resources:

• Go to www.wida.us

• At the top of the page, click on Download Library

• Scroll down the page until you see Can-Do Descriptors

• Can-Do Descriptors are clustered by Grade Levels: K, 1, 2-3, 4-5, 6-8, 9-12

• Scroll down and find the Can-Do Descriptors Key Uses Edition for your grade level.
**WIDA Can-Do Descriptors – Key Uses Edition**

- **Recount**: To display knowledge or narrate experiences or events.
  - **Example tasks:**
    - Retelling; summarizing
    - Life cycles; how things work

- **Explain**: To clarify the “why” or the “how” of ideas, actions, or phenomena.
  - **Example tasks:**

- **Argue**: To persuade by making claims supported by evidence.
  - **Example tasks:**
    - Debates; persuasive writing

- **Discuss**: To interact with others to build meaning and share knowledge.
  - **Example:**
    - Small groups
    - Example:
## We shouldn’t test what we didn’t teach!
So what should our lesson plan look like?

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCRS</th>
<th>WIDA</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ask and answer questions about key details in a text.</em> [RL.K.1] [RL.1.1] [RL.2.1]</td>
<td></td>
<td>• English language learners communicate for <strong>Social and Instructional purposes</strong> within the school setting.</td>
</tr>
<tr>
<td><em>Retell/recount stories, including key details.</em> [RL.K.2] [RL.1.2] [RL.2.2]</td>
<td></td>
<td>• English language learners communicate information, ideas and concepts necessary for academic success in the <strong>content area of Language Arts</strong>.</td>
</tr>
<tr>
<td><em>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</em> [L.K.6] [L.1.6] [L.2.6]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Content - Students Will:</td>
<td>Language – Students Will:</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>• Listen, and respond, using academic language, to teacher reading of <em>Stellaluna</em> by Janell Cannon.</td>
<td>• <strong>Demonstrate</strong> their understanding of <strong>key details in a story</strong> by sequencing the events <strong>using multiple representations</strong> for vocabulary and characters.</td>
</tr>
<tr>
<td></td>
<td>• Identify and discuss key vocabulary.</td>
<td>• <strong>Write</strong> about <strong>key details in the story using</strong>: realia, an interactive word wall, visual vocabulary, anchor charts, sentences frames, and/or simple paragraph frames, and a journal.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate an understanding of key details through retell/recall in order to sequence events in <em>Stellaluna</em> by Janell Cannon.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write the sequencing of key details in the story in their student journal.</td>
<td></td>
</tr>
</tbody>
</table>
- How will you differentiate lesson for EL students?
- Are opportunities for oral language built in?
- Are Listening, Speaking, Reading and Writing scaffolded and modeled?

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Instruction</td>
<td>Demonstrate an understanding of the key details in the story by sequencing events using their L1 and/or pictures, drawings and selected words to participate in the creation of a mitten activity, sharing their activity with their group*, and documenting their creation in an individual journal entry.</td>
<td>Demonstrate an understanding of the key details of the story by sequencing events using their L1 and/or pictures, selected words and simple sentence frames to participate in the creation of a mitten activity, sharing with their group*, and documenting their creation in an individual journal entry.</td>
</tr>
</tbody>
</table>
Accommodations vs. Modifications

**ACCOMMODATIONS**

- **Accommodations** can help students learn the same material and meet the same expectations as their classmates.
- Testing **accommodations** can be different from those used for instruction.
- Accommodations are **supports**.

**MODIFICATIONS**

A **modification** changes what a student is taught or expected to learn.
Accommodations help to “clear a path” for EL students, but the other students in your class will also benefit.
Examples of supports to accommodate your ELs

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the WIDA Resource Guide
Specific Examples of Sensory Supports

<table>
<thead>
<tr>
<th>Supports related to the language of Language Arts</th>
<th>Supports related to the language of Mathematics</th>
<th>Supports related to the language of Science</th>
<th>Supports related to the language of Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated word/phrase walls</td>
<td>Blocks/Cubes</td>
<td>Scientific instruments</td>
<td>Maps</td>
</tr>
<tr>
<td>Felt or magnetic figures of story elements</td>
<td>Clocks, sundials and other timekeepers</td>
<td>Measurement tools</td>
<td>Globes</td>
</tr>
<tr>
<td>Sequence blocks</td>
<td>Number lines</td>
<td>Physical models</td>
<td>Atlases</td>
</tr>
<tr>
<td>Environmental print</td>
<td>Models of geometric figures</td>
<td>Natural materials</td>
<td>Compasses</td>
</tr>
<tr>
<td>Posters or displays</td>
<td>Calculators</td>
<td>Actual substances, organisms or objects</td>
<td>Timelines</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>Protractors</td>
<td>of investigation</td>
<td>Multicultural artifacts</td>
</tr>
<tr>
<td>Photographs</td>
<td>Rulers, yard/meter sticks</td>
<td>Posters/Illustrations of processes or</td>
<td>Arial &amp; satellite photographs</td>
</tr>
<tr>
<td>Cartoons</td>
<td>Geoboards</td>
<td>cycles</td>
<td>Video clips</td>
</tr>
<tr>
<td>Audio books</td>
<td>Counters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs/Chants</td>
<td>Compasses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Model Performance Indicators

Found in the Resource Guide on WIDA website in Download Library:

- Scroll to **Standards**
- Click arrow that says **MORE**
- Pgs. 17-19
Funds of Knowledge

HOW DID YOU LEARN WHAT YOU KNOW?
ACTIVITY: Funds of Knowledge

We accumulate knowledge from different “funds” throughout our lifetime.

• Our EL students may not have any knowledge of the English Language, but they have other “funds of knowledge” from which to draw.

Why is it important to understand the background of my EL students?

How do I find out what my students’ family backgrounds are, and what funds of knowledge come from their households?

How do I use funds of knowledge in my classroom?
Family & Culture
Values – manners – food – language – holidays – things your grandmother taught you

School & Friends
Read – Write – Academic knowledge – Take turns – follow directions – time management – setting priorities – social skills

Pop Culture

Work
Being on time – working with difficult people – specific work skills (computer, driving a forklift, using power tools, etc.)

Church
Bible – songs – commitment – faith

Have students create their own “Funds of Knowledge” web map
ACTIVITY

1. Form small groups to review the 10 categories of Funds of Knowledge.

2. Fill in your Funds of Knowledge on a blank sheet of paper. Skip the categories that don’t pertain to you or your family. Add a new category based on your culture.

3. Within your small group, share the aspects of your Funds of Knowledge that you feel comfortable discussing.

Questions to ask the student

- What do you like to do when you’re not at school?
- What are your favorite games?
- What types of movies/TV shows do you like?
- What technology do you use (Cell phones, computer, PlayStation, etc.)?
- What music do you listen to?
Questions to ask your students

What do you like to do?

- Video games
- Cell phone; mobile telephone
- Television
- Soccer; football; sports
- Music
- Movie, film
## Assessment: Formative vs. Summative

<table>
<thead>
<tr>
<th><strong>FORMATIVE</strong></th>
<th><strong>SUMMATIVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on the <em>process</em> of learning</td>
<td>Focuses on the <em>product</em> of an instructional period or unit</td>
</tr>
<tr>
<td>May or may not be graded</td>
<td>Is almost always graded</td>
</tr>
<tr>
<td>Takes place during the instructional process, so teachers can evaluate and adapt their instruction.</td>
<td>Can vary (class-wide) or can be standardized (school-wide)</td>
</tr>
<tr>
<td>Is an <em>ongoing process</em>.</td>
<td>Takes place <em>at the end</em> of an instructional cycle to measure the outcome of the instructional process.</td>
</tr>
<tr>
<td></td>
<td>Is usually a &quot;one shot&quot; deal.</td>
</tr>
</tbody>
</table>

Let’s look at some examples!
Visual Vocabulary

Seismograph: A machine that measures the waves of energy caused by an earthquake.
Sismógrafo: Una máquina que mide las ondas de energía causadas por un terremoto.

Weather balloons: Large balloons sent up into the atmosphere. They collect data on temperature, pressure.
Globos meteorológicos: globos grandes enviados a la atmósfera. Se recolectan datos de temperatura y presión del aire.

Satellites: Manmade machines that orbit the Earth. They are used for communication, military purposes, making maps and studying weather.
Satélite: máquinas artificiales que orbitan la Tierra. Se utilizan para la comunicación, fines militares, la elaboración de mapas y estudiar el clima.

Atmosphere: The blanket of air that surrounds the Earth.
Atmosfera: La capa de aire que rodea la Tierra.

5. What is the muscle that pumps the blood throughout the body?
Arteries, Heart, Red blood cells

6. What is made up of red blood cells, white blood cells, platelets and plasma?

7. Where does the blood drop off the carbon dioxide and pick up oxygen?
Lungs, Blood, Waste

8. Identify the main organ of the circulatory system.
Lungs, Heart
What is the muscle that pumps blood throughout the body?
- Arteries
- Heart
- Red blood cells

Where does the blood drop off carbon dioxide and pick up oxygen?
- Heart
- Lungs
- Brain
Social Studies example

• A level 1 student can point and indicate their content knowledge.

• **Use manipulatives** – let the student use sticky notes to label the Oceans and Continents.
Sample second grade math task

CREATE AN EXCEL SPREADSHEET SURVEY

GOAL: Your task is to create an excel spreadsheet survey by surveying the class as to which was their favorite lunch food.

ROLE: You are a survey taker and you need to obtain your data by surveying your classmates on your specific food type.

AUDIENCE: You are letting your classmates and the school cafeteria manager know which food turned out to be the class favorite.

SITUATION: The challenge involves gathering data and then displaying that data in an excel spreadsheet.

PRODUCT AND PERFORMANCE: You will create an excel spreadsheet using the data you obtained and share it in a letter to the cafeteria manager.

STANDARDS FOR SUCCESS: Your product must meet the following standards: Letter is written correctly and contains correct data displayed in cells and also displayed into a chart.
ACTIVITY: Assessing a Level 1 Student

TOOLS:

• Student’s proficiency level (at each domain) – use WIDA Can-Do Name Charts
• WIDA Can-Do Descriptors
• MODEL Performance Indicators
• List of Accommodations
• Scoring Rubric or checklist

Name ________________________________

Reading Comprehension

Read the short passage and answer the questions.

Picking Apples

Jonas is going apple picking with his sister, Maria. They are going to the apple orchard near their house. They need to pick twelve apples. Their mom is going to use the apples to make a big apple pie. At the orchard, Jonas picked nine apples and Maria picked three. They had a great day together. Now they can’t wait to enjoy their pie!

1. Where is Jonas going?
   - on a vacation
   - on a fishing trip
   - to school
   - to the apple orchard

2. Who is he going with?
   - mom
   - Maria
   - Joey
   - dad

3. How many apples do they need?
   - five
   - nine
   - twelve
   - ten

4. What will their mom do with the apples?
   - eat them
   - give them away
   - make a pie
   - make apple juice
Assessing a Level 1 Student

TASK:

• What are some things you can do to accommodate a Level 1 student?

• Remember a level 1 can only produce words and pictures.

• Highlight the text.
Teaching vocabulary explicitly

apple

apple orchard

apple picking

apple pie
What are the key vocabulary words?

• **Key vocabulary**: twelve, nine, three, apple, apple orchard, apple pie

What about Social & Instructional language?
Add pictures to your assessments

Where is Jonas going?
- To the beach
- To the apple orchard
- On a fishing trip

How many apples do they need?
- five
- nine
- twelve
- ten
Social & Instructional

- Social/Instructional – Who?
- What?
- Where?
- How many?
- Circle, Point, Box, etc.

Reading Comprehension

Name ____________________________

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   - make a pie
   - make apple juice
ACTIVITY: Your turn!

- In your small groups, look at your assessment handout.
- You will draw a student’s name.
- Use the sample Can-Do Name Chart (slide 14) to determine your student’s proficiency level.
- As a group, come up with some ways that you will accommodate the assessment for your student.
- Use your tools! Can-Dos, List of Accommodations, etc.

Share your ideas with the group. Include ideas that you would use to differentiate instruction also!

- **Student Name**
  - **Speaking** Level: list proficiency level and types of accommodations
  - **Reading** Level: list proficiency level and ideas for accommodating
  - Etc. **with Listening and Writing**
“Assessment should always have more to do with helping students grow than with cataloging their mistakes.”

-Carol Tomlinson-
Grading of ELs should be **based on students’ level of English proficiency.**

The teacher ensures this through the continual use of accommodations and assessments according to the students’ I-ELP.

Appropriate **instruction and differentiation must be adjusted according to language proficiency level** in order to appropriately accommodate the student.

Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.
Grading and **Retention** Guidelines for EL Students

- Retention of ELs shall not be based solely upon level of **English language proficiency** (Guidelines to Satisfy Legal Requirements of Lau v. Nichols).

- It is important to document what accommodations you are providing to your students.

- Documentation can include: lesson plans, student work samples, notes in your grade book, etc.
Grading

- Your EL assessments may not look like the assessments you use for your other students.
- An “A” for an EL student may not look like an “A” for your other students.
- Remember that Lau vs. Nichols requires us to instruct, assess, and grade them at their proficiency level.
- “Fair” means grading them based on what they **Can Do**.
- Rubrics are a great tool to use!
Grading

- Rubrics for Reading and Writing can be located on the WIDA website.
  - [www.wida.us](http://www.wida.us)
- At the top of the homepage, click on the *Download Library* link.
- Remember that you are assessing their **content knowledge** and not their language ability.

**Writing Rubric of the WIDA Consortium (Grades 1-12)**

<table>
<thead>
<tr>
<th>Task Level</th>
<th>Linguistic Complexity</th>
<th>Vocabulary Usage</th>
<th>Language Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Entering</td>
<td>Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.</td>
<td>Usage of highest frequency vocabulary from school setting and content areas.</td>
<td>Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.</td>
</tr>
<tr>
<td>2 Emerging</td>
<td>Phrases and short sentences; varying amount of text may be copied or adapted; some attempts at organization may be evidenced.</td>
<td>Usage of general language related to the content area; lack of vocabulary may be evident.</td>
<td>Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.</td>
</tr>
<tr>
<td>3 Developing</td>
<td>Simple and expanded sentences that show emerging complexity used to provide detail.</td>
<td>Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.</td>
<td>Generally comprehensible when writing in sentences, comprehensibility may be from time to time impeded by errors when attempting to produce more complex text.</td>
</tr>
<tr>
<td>4 Expanding</td>
<td>A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.</td>
<td>Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.</td>
<td>Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.</td>
</tr>
<tr>
<td>5 Bridging</td>
<td>A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization</td>
<td>Usage of technical language related to the content area; evident facility with needed vocabulary.</td>
<td>Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.</td>
</tr>
<tr>
<td>6 Resolving*</td>
<td>A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization</td>
<td>Consistent use of just the right word in just the right place; precise vocabulary usage in general, specific or technical language.</td>
<td>Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.</td>
</tr>
</tbody>
</table>
ACTIVITY: Wrap Up

3, 2, 1

3 Things that I will Remember

3 Things that I will Remember

2 Things I Need to Learn More About

2 Things I Need to Learn More About

1 Thing I Can Do This Week

1 Thing I Can Do This Week
Resources

Assessing English Language Learners: Bridges to Educational Equity by Margo Gottlieb

Assessing English Learners in the Content Area by Florin M. Mihai

Differentiating Instruction and Assessment for English Language Learners by Shelley Fairbairn and Stephany Jones-Vo

English Learner Tool Kit (OELA) [http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)

ESL Teaching: Principles for Success by Yvonne S. Freeman, David E. Freeman, Mary Soto, and Ann Ebe

Videos:
The importance of ELL Strategies - [https://www.youtube.com/watch?v=D6HUv2eFdLg](https://www.youtube.com/watch?v=D6HUv2eFdLg) (3:40)

“Immersion” video - [https://www.youtube.com/watch?v=l6Y0HAlKYI](https://www.youtube.com/watch?v=l6Y0HAlKYI) (12:24) longer version

Learning English: “ough” is tough - [https://www.youtube.com/watch?v=_9ivqXzmrZ0](https://www.youtube.com/watch?v=_9ivqXzmrZ0) (3:05)
Thank you for coming!

Please feel free to contact us!

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